

Fair Testing: Skills Progression Grid

	Plan	Do	Review
Foundation	<ul style="list-style-type: none"> • I am curious about how things behave • With help, I ask questions about things I can test • I talk about my ideas for testing how things behave 	<ul style="list-style-type: none"> • I use my senses to look closely at how things behave • I carry out simple tests • I make simple records of what I notice (with help where necessary) • I use simple equipment to observe and record 	<ul style="list-style-type: none"> • I talk about what I have done and what I noticed • I talk about whether something makes a difference
Early primary	<ul style="list-style-type: none"> • I ask questions about why and how • With help, I notice links between cause and effect • With help, I identify simple variables to change and measure 	<ul style="list-style-type: none"> • I use non-standard units and simple equipment to record data • I record in words or pictures, or in simple prepared formats such as tables and tally charts 	<ul style="list-style-type: none"> • I interpret and talk about my data • I begin to use simple scientific language to identify and describe simple causal relationships • With help, I can say if my test was fair • I say if the relationship was what I expected
Middle primary	<ul style="list-style-type: none"> • I talk about links between cause and effect and (with help) pose a fair test question • I help to plan a fair test • I decide what data to collect • I decide what equipment to use and how to make observations 	<ul style="list-style-type: none"> • I use a range of equipment to collect data using standard measures • I make records using tables and bar charts • I begin to use and interpret data collected through dataloggers 	<ul style="list-style-type: none"> • I draw simple conclusions from my fair tests • I talk about, and explain, simple causal relationships using some scientific language • I suggest ways that I can improve my fair tests
Late primary	<ul style="list-style-type: none"> • I recognise when variables need to be controlled and when a fair test is the best way to answer my question • I plan a fair test, selecting the most suitable variables to measure, change and keep the same • I decide what equipment to use to make my measurements as accurate as possible 	<ul style="list-style-type: none"> • I use equipment accurately to collect observations • I record data appropriately and accurately • I present data in line graphs • I identify causal relationships 	<ul style="list-style-type: none"> • I draw valid conclusions based on the data • I recognise the significance of the results of fair tests • I talk about and explain causal relationships using scientific knowledge and understanding • I evaluate the effectiveness of my fair testing, recognising variables that were difficult to control